

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

School \_\_\_\_\_

System \_\_\_\_\_

# ACH



# TENNESSEE

Tennessee Comprehensive Assessment Program

Achievement Test ~ Grade 6

Practice Test

Version B



The Pearson logo consists of the word "PEARSON" in a white, bold, sans-serif font, centered within a solid black rectangular background.

PEARSON

Developed and published under contract with Tennessee State Department of Education by the Educational Measurement group of Pearson, a business of NCS Pearson Inc. 2510 North Dodge Street, Iowa City, Iowa 52245. Copyright © 2012 by Tennessee State Department of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of Tennessee State Department of Education.

# Table of Contents

<b>Introduction.....</b>	<b>i</b>
What is the TCAP Achievement Test? .....	i
What are the questions testing?.....	i
Who will be tested? .....	i
How long will the tests take?.....	i
How will the tests be scored? .....	i
May calculators be used? .....	i
Which test accommodations may be used?.....	ii
What is the purpose of the practice test? .....	ii
Here are some tips for preparing students for the test.....	ii
<b>Reading/Language Arts .....</b>	<b>1</b>
<b>Answer Key .....</b>	<b>48</b>



# Introduction

## **What is the TCAP Achievement Test?**

The TCAP Achievement Test is a multiple-choice test designed to measure student achievement in certain skills in four content areas: Reading/Language Arts, Mathematics, Science, and Social Studies . The questions in this practice test are examples of items used in the actual test .

## **What are the questions testing?**

Questions are written to test student performance in state content standards . The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education . These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/curriculum.shtml> .

## **Who will be tested?**

All students in grades 3 through 8 will be tested .

## **How long will the tests take?**

The length of the tests will vary, depending on the grade level . The time limits are generous and allow most students time to finish . Extended time limits only apply to students who are eligible for special or English Language Learner (ELL) accommodations .

## **How will the tests be scored?**

The test answers will be machine scored . Results from the test provide information about how well students performed on the content being tested .

## **May calculators be used?**

Calculators may be used on Part 1 and 2 of the mathematics portions of the TCAP Achievement Test (grades 3-8) as per system policy .

### **Which test accommodations may be used?**

The TCAP Achievement Test may be administered using various procedures that are used during the student's daily educational program . Certain conditions must be met for students to be eligible for Special and ELL accommodations .

### **What is the purpose of the practice test?**

In a classroom learning session, these questions can be used to prepare students for the actual test . Teachers can use the practice test to help familiarize students with the format of test questions and how the actual test will be administered . This practice test can also be used to inform parents of the type of test their children will be taking .

### **Here are some tips for preparing students for the test.**

Remind students to:

**Relax**: It is normal to be somewhat anxious before the test . Remember that the score is only one of a number of measures of performance .

**Listen**: Listen to and read the test directions carefully .

**Plan Use of Time**: First, answer all the questions you are sure about . Do not spend too much time on any one question . If a question seems to take too long, skip it and return to it later if you have extra time .

**Pause and Think**: If you are not sure how to answer a question, carefully read it again . Rule out answer choices that you know are incorrect and then choose from those that remain .

# Reading and Language Arts



## Part 1

**Directions** Read the story. Then answer Numbers 1 through 6.

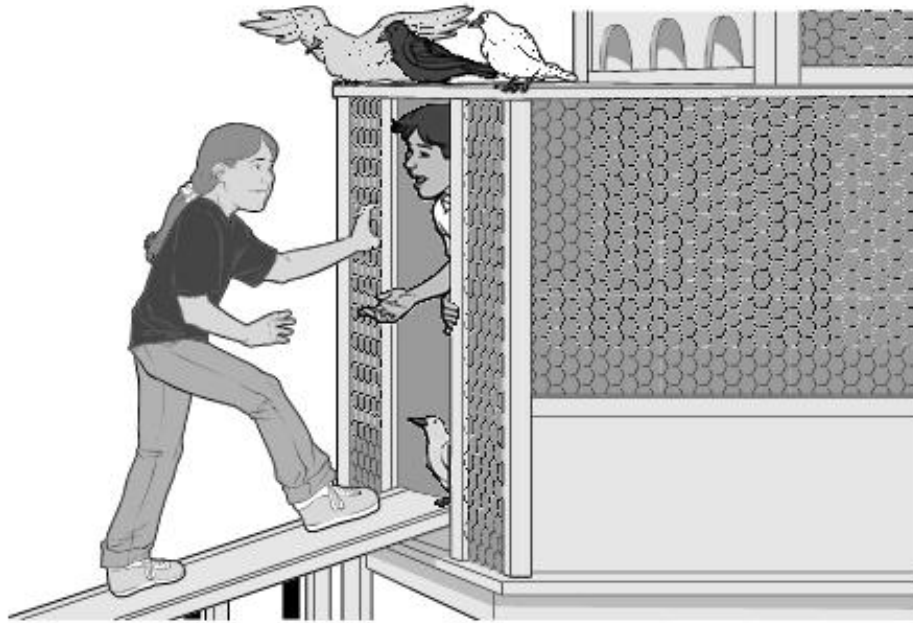
### Annabelle Comes Home

- 1 While returning from the store with her mother, Clarice noticed birds flying in a circle formation almost directly above her house.
- 2 “Mom, look at those birds,” she said. “What are they doing?”
- 3 Clarice and her mom had moved into the neighborhood only three weeks before, and she was still getting familiar with her new surroundings.
- 4 “Those are homing pigeons,” her mother stated. “Our neighbor, Mrs. Boggs, told me that her son and husband raise and race homing pigeons.”
- 5 “How strange. I just read a book about homing pigeons. Neil Boggs is in my science class. I’ll ask him how the birds know how to get home. Maybe he’d let me see them sometime,” said Clarice.
- 6 As Clarice returned to the car to retrieve the last sack of groceries, she heard someone whistling. Suddenly three pigeons darted out from behind some underbrush and took flight toward the neighbor’s backyard. Clarice heard the whistle again, but this time it was closer. Neil Boggs strode briskly around the corner.
- 7 “Hey there!” he said, smiling at Clarice. “These pigeons usually come when I whistle, but not today! I guess they’re enjoying their freedom.” Neil shrugged and then began searching under the bushes for his birds.
- 8 “My mom just told me about your pigeons. We saw them circling over our house,” said Clarice.
- 9 “Yeah, the circular flight pattern of pigeons is pretty unique,” said Neil. “We keep them in a special loft. Would you like to see where they live?” At that moment, Neil gently scooped up an ash-gray bird from under a bush. “There you are! This little guy is still learning,” he explained.
- 10 “I would love to see the loft!” said Clarice excitedly. After taking the groceries in the house and asking her mother’s permission, she followed Neil next door.

*Go On ►*

11 Clarice was impressed with the pigeon loft Neil and his dad had constructed, but she wondered how the birds could race each other and find their way home. Clarice was also amazed that the birds responded when Neil whistled.

12 Clarice stuck her finger through the mesh wiring of the cage. The pigeons were comfortable around people; in fact, they seemed to be as interested in Clarice as she was in them.



13 “You want to hold one?” Neil asked, picking up a gray pigeon. “This is Annabelle. She’s one of our best racers this season.”

14 Hesitantly, Clarice took the beautiful, downy gray pigeon, and when Annabelle started cooing and gently plucking at the zipper on Clarice’s jacket, Clarice grinned.

15 “Annabelle’s going to race in the next competition,” Neil said.

16 “A pigeon race?” Clarice asked, giggling at the thought of such a thing.

17 “Sure. There is actually a whole pigeon-racing network,” said Neil. Then he laughed. “That sounds like a spy novel, right? It is nothing like that! We know other pigeon racers and hold competitions. The winner is the pigeon that arrives home first!”

18 “So how do you know which pigeon arrives at its destination first?” Clarice asked, stroking the feathers on the back of the bird.

19 “Well, the birds are tagged and then monitored electronically,” Neil said, showing her a device attached to the door of the loft. “Once a pigeon arrives home, its arrival registers at the racing headquarters.”

20 “How do the pigeons know the route home?” Clarice asked.

21 “Navigation is an instinct with pigeons,” Neil replied. “They know exactly how to get home unless the weather’s bad. An electrical storm can cause them to lose their sense of direction. But since they are tagged, they can be found pretty easily.”

22 “What do they do during the storm?” Clarice asked thoughtfully.

23 “Well, they find cover, and then they’ll fly home on their own after the storm passes,” answered Neil.

24 “Has one of your birds ever gotten lost?” Clarice asked.

25 “Well, no. We’ve been lucky,” Neil replied, looking thoughtfully at the birds. “At this time of year, when storms can start so suddenly, we do worry a little about the birds when we have a competition.”

26 “Wow!” said Clarice. “You count on the pigeons’ internal radar to help them navigate home. It’s like they have their own global positioning sensor. I wish my dog had that!” Clarice gently placed the pigeon back in the loft.

27 “Clarice, dogs have traveled long distances to get home too. I think many animals have a sort of internal radar. Homing pigeons are fascinating, though,” Neil said proudly. “Hey, on Saturday, my dad and I are taking the pigeons out to the country for a practice flight. Since they can fly up to 50 miles an hour, you might be able to see them beat us home! They’ll arrive around noon.”

28 “I’ll be watching!” Clarice promised.

29 Saturday was hot and muggy. A few minutes before noon, Clarice walked outside to watch for Neil’s pigeons to fly overhead. Within minutes, the sky turned dark as storm clouds gathered. Clarice stepped onto her porch just as large drops of rain began to fall.

30 Clarice bit her lip, wondering if Neil’s pigeons would be okay. Then, as she reached for the doorknob to go inside, she saw the fluttering of wings out of the corner of her eye. She spun around. There on the ground Clarice saw one of Neil’s pigeons — soaking wet and looking for shelter!

31 Clarice dashed inside, grabbed a towel, and darted back onto the porch. The pigeon seemed calm as Clarice picked it up and gently patted it with the towel. She looked carefully for the ID bracelet on the bird’s leg.



Go On ►

- 32 It was Annabelle! Clarice held the bird gently for several minutes. As the rain slowed to a mist, Neil's shrill whistle rang out. Neil and his dad were pulling into their driveway. Clarice carried Annabelle delicately down the porch steps toward the car.
- 33 "Neil!" she called. Neil met Clarice between their yards, relieved to see Annabelle. Neil took Annabelle gently from Clarice and opened his hands to release her into the air. Clarice looked up and smiled as she watched Annabelle join the others flying home.

**1 Read this excerpt from Paragraph 21.**

"They know exactly how to get home unless the weather's bad. An electrical storm can cause them to lose their sense of direction. But since they are tagged, they can be found pretty easily."

What does sense mean as it is used in this excerpt?

- A wisdom
- B awareness
- C meaning
- D ability

**2 Read this sentence from Paragraph 19.**

"Well, the birds are tagged and then monitored electronically," Neil said, showing her a device attached to the door of the loft.

Which word is a synonym for monitored?

- A guided
- B presented
- C transported
- D observed

**3 The author wrote this story to**

- A entertain readers with a story about homing pigeons.
- B explain that homing pigeons are easy to care for.
- C inform readers how they can start racing homing pigeons.
- D describe the dangers that homing pigeons face during competitions.

**4 Read Paragraph 14.**

Hesitantly, Clarice took the beautiful, downy gray pigeon, and when Annabelle started cooing and gently plucking at the zipper on Clarice's jacket, Clarice grinned.

**The root word of hesitantly helps the reader to understand that Clarice picked up the pigeon**

- A thankfully.
- B happily.
- C cautiously.
- D proudly.

**5 Near the end of the story, Annabelle gets lost because**

- A it is dark outside.
- B she is still learning the way home.
- C she has never flown so far before.
- D a storm begins.

*Go On ►*

6 The main setting of the story is

- A the country.
- B Neil's pigeon loft.
- C outside Clarice's house.
- D the store.

**Directions**    **Natasha wrote this letter to an Internet business company. It contains mistakes. Read the letter and answer Numbers 7 through 13.**

September 30, 2011

Skunk Scooters  
100 Caldwell Street  
Omaha, NE 68102

To Whom It May Concern:

- 1        On August 27, 2011, I ordered a Skunk Scooter from your website. I was very excited when it arrived because I bought it with money I saved from doing odd jobs over the summer. I have experienced several problems with my Skunk Scooter.
- 2        Although you advertised the Skunk Scooter as “the quickest, slickest scooter on the planet,” I am very disappointed with my purchase. Since you’re website promises a money-back guarantee, I am requesting a full refund. I have enclosed a copy of my receipt. Please let me know how I should ship the scooter back to your factory. I know that you would not want customers to keep broken products. Therefore, I would like to thank you in advance for taking care of my refund. My refund can be mailed to me at 3260 N. Main Street, Clarks, TN 37040.
- 3        First of all, the front wheel wobbles, making the scooter difficult to steer. Also, it makes a horrible screeching sound as the wheel sways from side to side. The sound is louder and more annoying than a roaring engine. The owner’s manual says to tighten the screws. My mom and I did that. My bicycle has a lot of screws that need tightening from time to time. However, tightening the screws did not help. The wheel continues to shake. The scooter is faulty and cannot be repaired.
- 4        In addition, I cannot have adjusted the handlebars. According to your website, they can be easily raised to a height of thirty-six inches. This does not seem to be true of the Skunk Scooter I received. The handlebars are set at thirty inches, and they cannot be raised or lowered. It appears that the knob that is used to adjust the height is dented and jammed into the handlebars, which makes it impossible to turn in either direction. It is extremely hard to ride a scooter when the handlebars are the wrong height.

Sincerely,

Natasha Greene

**7 Read this sentence from Paragraph 4.**

In addition, I cannot have adjusted the handlebars.

**Which is the correct replacement for the underlined word?**

- A adjust
- B adjusted
- C adjusts
- D correct as is

**8 Read these sentences from Paragraph 3.**

The owner's manual says to tighten the screws. My mom and I did that.

**Which is the best way to combine the sentences?**

- A My mom and I did as the owner's manual says, to tighten the screws.
- B The owner's manual, as my mom and I did, says to tighten the screws.
- C The owner's manual says to tighten the screws, which my mom and I did.
- D As the owner's manual says, my mom and I to tighten the screws.

**9 Read this sentence from Paragraph 3.**

The sound is louder and more annoying than a roaring engine.

**Which is the correct way to write the underlined word?**

- A more louder
- B most loud
- C loudest
- D correct as is

**10 Which sentence from Paragraph 3 is irrelevant and should be removed?**

- A Also, it makes a horrible screeching sound as the wheel sways from side to side.
- B My bicycle has a lot of screws that need tightening from time to time.
- C However, tightening the screws did not help.
- D The wheel continues to shake.

**11 Choose the most logical order for the paragraphs in Natasha's letter.**

- A 1, 3, 4, 2
- B 2, 1, 3, 4
- C 4, 1, 3, 2
- D 1, 4, 2, 3

*Go On ►*

**12 Read this sentence from Paragraph 2.**

Since you're website promises a money-back guarantee, I am requesting a full refund.

**What is the correct way to write the underlined word?**

- A   youre
- B   yours
- C   your
- D   correct as is

**13 Read this sentence from Paragraph 1.**

\_\_\_\_\_, *I* have experienced several problems with my Skunk Scooter.

**Choose the best transitional word to fill in the blank.**

- A   Also
- B   Finally
- C   Therefore
- D   Unfortunately

**Directions**     **Jacob wrote this report. It contains mistakes. Read the report and answer Numbers 14 through 18.**

(1) No one is ever too young to make a difference. (2) Olivia Boulter has proved that beyond a doubt.

(3) Eleven-year-old Olivia was concerned about pollution in the Gulf of Mexico. (4) She was especially concerned about the birds living along the coast. (5) Olivia wanted to help and she had an idea about what she could do.

(6) Olivia had always loved to draw and paint birds. (7) “I’m no James Audubon, she said, referring to an artist famous for his illustrations of birds, but I can draw.” (8) Olivia felt her watercolors of birds were good enough that some people might buy them. (9) She wondered if people would be even more likely to buy her artwork if they knew the money would be used to help birds on the Gulf Coast.

(10) Olivia contacted the National Audubon Society this society honors James Audubon, the artist Olivia greatly admires. (11) The group works to aid and save endangered birds. (12) The National Audubon Society was thrilled with Olivia’s offer to help. (13) Olivia pledged to create five hundred original drawings.

(14) With the National Audubon Society’s help, Olivia’s “Save the Gulf ” campaign was announced. (15) Her story gained a great amount of attention. (16) America Online (AOL) news published an article about Olivia. (17) Just three days after the story appeared, her project had already raised \$20,000. (18) This success inspired AOL to become a partner in her campaign. (19) It donated \$25,000 to the National Audubon Society for the assistance of Gulf Coast wildlife.

(20) AOL now features Olivia’s project through an artists page that shares the works of many people. (21) Olivia also shares information about her goals on a social networking website. (22) Olivia, thanks to these Internet resources, have sold many of her paintings. (23) Some people have sent in donations too. (24) One count shows that Olivia is raising close to \$200,000 in the past few years.

(25) Success inspired Olivia to work even harder. (26) She completed a book project. (27) The book, called *Olivia’s Birds: Saving the Gulf*, is a collection of her bird drawings. (28) Each drawing includes facts about the pictured bird. (29) Olivia hopes that her book will raise more awareness about the Gulf Coast birds that she loves so much.

*Go On ►*

**14 Read Sentence 22.**

Olivia, thanks to these Internet resources, have sold many of her paintings.

**Choose the correct replacement for the underlined words.**

- A sell
- B has sold
- C are selling
- D were selling

**15 Read Sentence 7.**

"I'm no James Audubon, she said, referring to an artist famous for his illustrations of birds, but I can draw."

**Which sentence uses quotation marks correctly?**

- A "I'm no James Audubon," she said "referring to an artist famous for his illustrations of birds, but I can draw."
- B "I'm no James Audubon, she said" referring to an artist famous for his illustrations of birds, "but I can draw."
- C "I'm no James Audubon," she said, referring to an artist famous for his illustrations of birds, "but I can draw."
- D "I'm no James Audubon," she said, referring to an artist famous for his illustrations of birds, but "I can draw."

**16 Which sentence, if added, would best support the ideas presented in the second paragraph?**

- A For Olivia, being concerned was not enough.
- B Olivia was a good student and a good artist too.
- C From the time Olivia was a young child, she had been interested in birds.
- D Olivia was concerned about many endangered animals throughout the world.

**17 A student wants to learn more about endangered birds. Which research topic is most focused?**

- A how environmental waste harms endangered animals
- B birds that inhabit endangered coastal areas around the world
- C nesting habitats of endangered birds
- D how endangered birds are helped

**18 Read Sentence 20.**

AOL now features Olivia's project through an artists page that shares the works of many people.

**What is the correct way to write the underlined word?**

- A artist's
- B artists'
- C artists's
- D correct as is

**Directions** Read the passage. Then answer Numbers 19 through 25.

## Hangzhou Bay Bridge

Since ancient times, people have built bridges to travel easily from one place to another. As engineering methods have improved, it has become possible to build longer and longer bridges. Some extend for miles! The Hangzhou (hahng-joh) Bay Bridge in China is an example of an extremely long bridge. At twenty-two miles across, it holds the record as the world's longest ocean-crossing bridge.

Drivers who wish to cross the Hangzhou Bay Bridge must pay a toll. However, the cost is well worth it. The bridge has six highway lanes, three in each direction, so drivers can travel at speeds of around sixty miles per hour. Before the bridge was opened, it took at least four hours to travel between the Chinese city of Shanghai and the port town of Ningbo. Now, because of the bridge, the trip is much shorter.

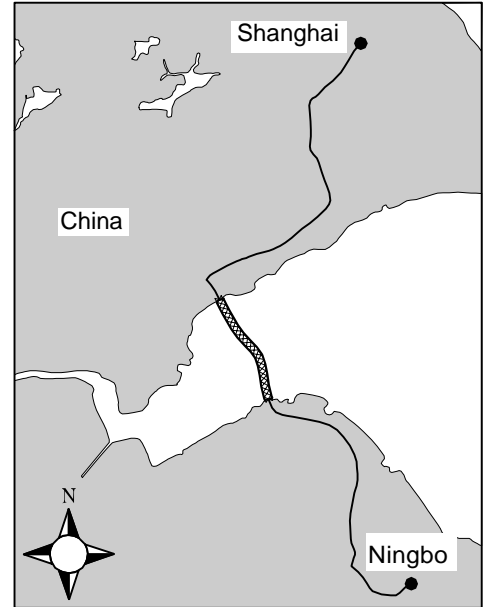
The Hangzhou Bay Bridge is S-shaped, with two tall arches and many supporting cables. The bridge even has a service center that rests on piers rising out of the ocean. The service center has a gas station, a restaurant, a hotel, and a lookout tower. Tourists who climb up inside the tower can enjoy incredible views of the Hangzhou Bay.

As you might imagine, building this magnificent bridge was not easy. Designing the bridge took nearly ten years. During this time, six hundred experts from around the world conducted more than one hundred studies to try to overcome the challenges of the project. The biggest problem was the famous high tides of Hangzhou Bay. The bay is a deep gulf of water where strong winds often blow, and waves can reach up to twenty-five feet high. The waves make a thunderous noise as they travel at about eighteen miles per hour. The bridge must withstand these extreme conditions.

The location of the bridge caused several other problems too. In addition to strong, fast-flowing currents in Hangzhou Bay, the soil at the bottom of the bay proved to be problematic as well. Experts found toxic gas under the bay floor that had to be released before the bridge could be built safely. Wang Yong, the chief director in charge of the project, summed up the problems when he told reporters that the Hangzhou Bay Bridge was being built “in the world's most complicated sea environment.”

In 2003, workers began constructing the bridge. Because of the dangerous tides and currents, they were not able to use boats to complete much of the work. Instead, huge pieces of the bridge were built on land. Some of these pieces were as tall as a thirty-story building. The finished pieces were carried to their proper position using giant floating cranes that weighed many tons. Experts used Global Positioning Systems, or GPS, to make sure that each piece was put in exactly the right place.

During the process of constructing the bridge, workers noticed a serious problem — there were many



*Go On ►*

cracks and bubbles in the concrete. The cracks would cause seawater to erode the concrete, and over time, the bridge would weaken and become unsafe. After much experimentation, engineers developed a way to strengthen the building materials and reduce the cracks. Their methods may be used on other concrete bridges in the future.

- 8 In June 2007, the work was finally finished and the local Chinese people held a celebration. The final project had cost over a billion dollars and required the efforts of thousands of workers. However, the bridge was not officially opened to drivers for nearly a year. During that time, the bridge was tested to make sure it was safe. Finally, in May 2008, the bridge was opened to drivers. It is estimated that over 40,000 vehicles travel the bridge daily.



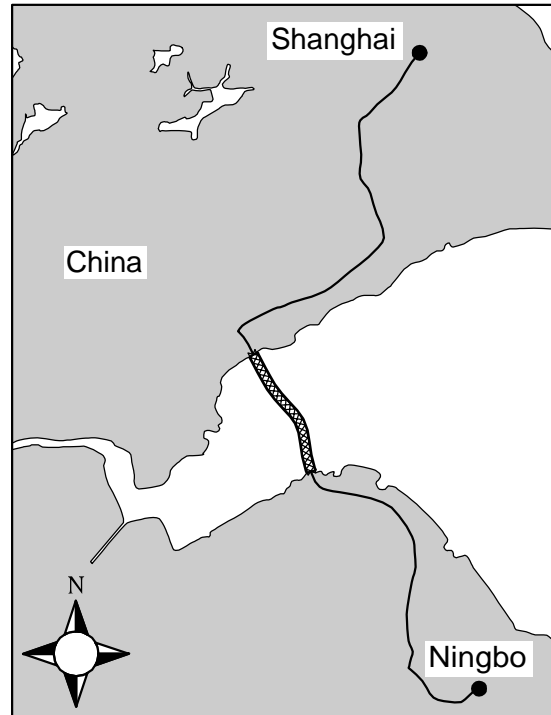
- 9 For the many drivers who use the bridge every day, as well as bridge enthusiasts around the world, the Hangzhou Bay Bridge was well worth the time, cost, and effort. It stands as a marvel of modern engineering and a reminder that humans can achieve almost any task.

**19 Choose the best summary of the passage.**

- A The Hangzhou Bay Bridge provides six highway lanes, so drivers can quickly travel across it at high speeds. Chinese citizens appreciate how this bridge has shortened the driving time of a trip that used to take at least four hours.
- B The Hangzhou Bay Bridge in China faces extreme weather. Building the bridge was extremely complicated because of dangerous tides and currents.
- C People have been building longer and stronger bridges since the early bridges of ancient times. Advances in engineering methods have allowed people to build much longer bridges like the Hangzhou Bay Bridge in China.
- D The Hangzhou Bay Bridge in China is the longest ocean-crossing bridge in the world. People solved many challenging problems in order to build the bridge that is used by millions of drivers annually.

*Go On ►*

20 Look at this illustration from the passage.



Which statement best summarizes the message in the illustration?

- A There are large cities built near the bay.
- B The bridge covers an enormous distance.
- C The bridge moves from the east to the west.
- D There are many ways to travel between the cities.

21 Which question is answered by information in the passage?

- A Why was the bridge built using an S-shape?
- B What is the longest land bridge that has ever been built?
- C How many vehicles travel the bridge each day?
- D What types of repairs might the bridge need in the future?

**22 Read the dictionary entry.**

**overcome** (verb) 1. conquer 2. exhaust 3. move 4. bother

**Now read this sentence from Paragraph 4.**

During this time, six hundred experts from around the world conducted more than one hundred studies to try to overcome the challenges of the project.

**Which meaning of the underlined word is used in the sentence?**

- A conquer
- B exhaust
- C move
- D bother

**23 The Hangzhou Bay Bridge was most likely built to**

- A offer the people of China the most beautiful views of the bay.
- B satisfy the Chinese government with the building of the world's longest bridge.
- C help the Chinese government be the first to build a bridge using boats.
- D allow additional travel to and from one of the largest cities in China.

*Go On ►*

- 24 Which sentence from the passage best supports the idea that the Hangzhou Bay Bridge encourages tourism?
- A The bridge even has a service center that rests on piers rising out of the ocean.
  - B The service center has a gas station, a restaurant, a hotel, and a lookout tower.
  - C The final project had cost over a billion dollars and required the efforts of thousands of workers.
  - D It stands as a marvel of modern engineering and a reminder that humans can achieve almost any task.
- 25 The author wants to show readers that high tides caused problems during the construction of the Hangzhou Bay Bridge. Which visual aid would best reinforce this viewpoint?
- A a chart showing the tide levels in Hangzhou Bay during different months
  - B a photograph that shows Hangzhou Bay during a storm
  - C a timeline of the major storms that have moved through Hangzhou Bay
  - D a diagram that shows why tides occur in Hangzhou Bay

**Directions** Ray gave this speech. Read the speech and answer Numbers 26 through 31 .

## A Gift beyond Price

- 1 One of the most unique historical feats was accomplished by Sequoyah of the Tsalagi (Cherokee) Nation. Sequoyah could not read or write in English, but he created an alphabet for his native language in the early 1800s. Sequoyah was influenced by seeing the power of the settlers' marks on paper and the books he referred to as "talking leaves." Sequoyah had witnessed settlers sending information over long distances by way of letter. He came to the conclusion that the settlers' power lay in the ability to write down agreements. He wanted the people of his tribe to have that power as well.
- 2 Sequoyah was born in the 1770s and grew up in the Cherokee village of Tuskegee, Tennessee. Since he was injured on a hunting trip when he was young, he couldn't walk or run long distances. Therefore, he became skilled at working with silver jewelry. According to legend, a settler who was one of Sequoyah's customers suggested he put his name on the silver jewelry he made. Sequoyah, however, could not write his name because Cherokee was only a spoken language. He became determined to learn how to write his name, so Sequoyah asked a farmer to help him. The farmer printed Sequoyah's tribal name and his given English name — George Gist. From that time on, Sequoyah signed his work in English. Still, Sequoyah was hungry to learn more.
- 3 Further contact with settlers convinced Sequoyah that a written language was important and necessary for his people. In 1809, Sequoyah began to design a system for writing Cherokee words. This was not an easy task. Sequoyah started by making small drawings, or pictographs, to represent words. He carved or drew images of words on pieces of tree bark. For example, "tree" would be one image; "run" would be another image. Soon Sequoyah's collection of pictographs became too large to be practical, so he started over again.
- 4 This time, Sequoyah experimented with creating a character, or letter, for each sound in the Cherokee language. First, Sequoyah identified all the sounds in the Cherokee language. Then he assigned each sound a symbol. Unlike English, however, no two sounds shared the same symbol. For example, in English, the sound of the letter 'a' in "bake" is different from the sound of the 'a' in "bat." In the Cherokee alphabet, each sound was given a symbol of its own.



*Go On ►*

- 5 Sequoyah's work was difficult and time consuming. Worse, those around Sequoyah didn't understand what he was doing with all those strange symbols. Some grew suspicious of his work, while others wondered about his mental state. However, Sequoyah didn't stop working. He was determined to develop a way to write down the Cherokee language. He wanted to give the gift of reading and writing to the Cherokee Nation.
- 6 In 1821, Sequoyah completed his alphabet. Each symbol in the alphabet represented one of the eighty-five sounds in the Cherokee language. By saying the name of each symbol, a person could read the spoken word. For example, in English, saying the letters 'm' and 't' would give you the English word "empty," while saying the names of the letters 'i' and 'c' produces the word "icy."
- 7 Sequoyah taught the symbols to his daughter, Ayoka. Soon Ayoka could read and write the Cherokee language. Sequoyah and six-year-old Ayoka went to show Sequoyah's alphabet to the elders of the Cherokee Nation. To demonstrate how the written symbols worked, Ayoka left while Sequoyah wrote down what the elders said.
- 8 When Ayoka returned, she read out loud what Sequoyah had written. The elders were stunned. Ayoka was repeating their words, but she had not been present to hear them. Spoken Cherokee words could now be written down and preserved!
- 9 Sequoyah's alphabet was quickly adopted as the official written language of the Cherokee Nation. Thousands of Cherokee people learned to read and write in their own language within months.
- 10 Sequoyah had succeeded. His written language was so simple that the entire Cherokee Nation eventually learned to use it. Today, Sequoyah's great gift is remembered and used by all who speak, read, and write the Cherokee language.

26 This speech is mainly about Sequoyah's

- A written symbols and how they were introduced to his tribe.
- B work with silver and how he improved his jewelry-making skills.
- C relationship with his daughter and how he taught her to read in Cherokee.
- D discussions with a farmer and how he learned to write his English name.

27 Which is the best summary of this speech?

- A Sequoyah was a Cherokee who became injured ~~during~~ during a childhood hunting trip. He learned to work with silver instead of becoming a hunter. Many of his customers said he should sign his work, and eventually he learned to sign his name. Sequoyah learned to write both his tribal name and his English name.
- B Sequoyah was born in Tuskegee, Tennessee, during the 1770s. As a Cherokee, he used a spoken language and did not have a way to write words. He spent time with an English farmer and learned how to write his name. He taught his daughter, Ayoka, how to read and write in his written language when she was six years old.
- C Sequoyah was a Cherokee born in Tuskegee, Tennessee. He had seen English settlers use a written language and wanted his people to be able to read and write. He spent several years working on a written language. When he finished it, he showed his tribe, and they have used his written language to this day.
- D Sequoyah tried different ways to give a written language to his people. At first, he used small drawings to represent words. Then he made symbols to identify sounds in his native language. Some of the Cherokee people did not understand what he was trying to accomplish and became suspicious of his written words.

28 During his research for the speech, Ray made this list of facts.

1. Sequoyah's pictographs illustrated common Cherokee activities.
2. Sequoyah learned how to hunt from an older Cherokee.
3. Sequoyah had to prove ~~to his~~ to his tribe that a written language was useful.
4. Sequoyah's alphabet became popular because of its simplicity.

Which fact is not relevant to Ray's speech?

- A Fact 1
- B Fact 2
- C Fact 3
- D Fact 4

*Go On ►*

**29 Which statement from the speech is an opinion?**

- A In 1809, Sequoyah began to design a system for writing Cherokee words.
- B Sequoyah's work was difficult and time consuming.
- C Each symbol in the alphabet represented one of the eighty-five sounds in the Cherokee language.
- D Sequoyah taught the symbols to his daughter, Ayoka.

**30 When Ray delivers his speech, he can most effectively engage the audience by**

- A spelling the Cherokee names aloud for his audience.
- B speaking quickly.
- C making gestures to imitate the actions of Sequoyah.
- D using a clear voice.

**31 A student wants to learn a few basic phrases in the Cherokee language. Which source will contain the best information about the topic?**

- A an interview with a Cherokee Native American
- B a history textbook
- C a Cherokee dictionary with English translations
- D an encyclopedia

**Directions**      **Read and answer Numbers 32 and 33.**

**32**    **Rose is a member of a team that has been asked to complete a science project. If Rose has difficulty completing her tasks, she should**

- A    ask her teacher if she can be moved to a different team.
- B    request that her team choose a different project.
- C    tell other group members to finish tasks for her.
- D    ask the group leader to assist her with her tasks.

**33**    **Lisa is giving a presentation about the school vending machines. Read her outline.**

1. examples of healthy alternatives to place in vending machines
2. description of unhealthy foods in current school vending machines
3. list of reasons why students choose to eat unhealthy snacks at school
4. description of how changes to vending machine snacks will benefit students

**Choose the correct order for Lisa's outline.**

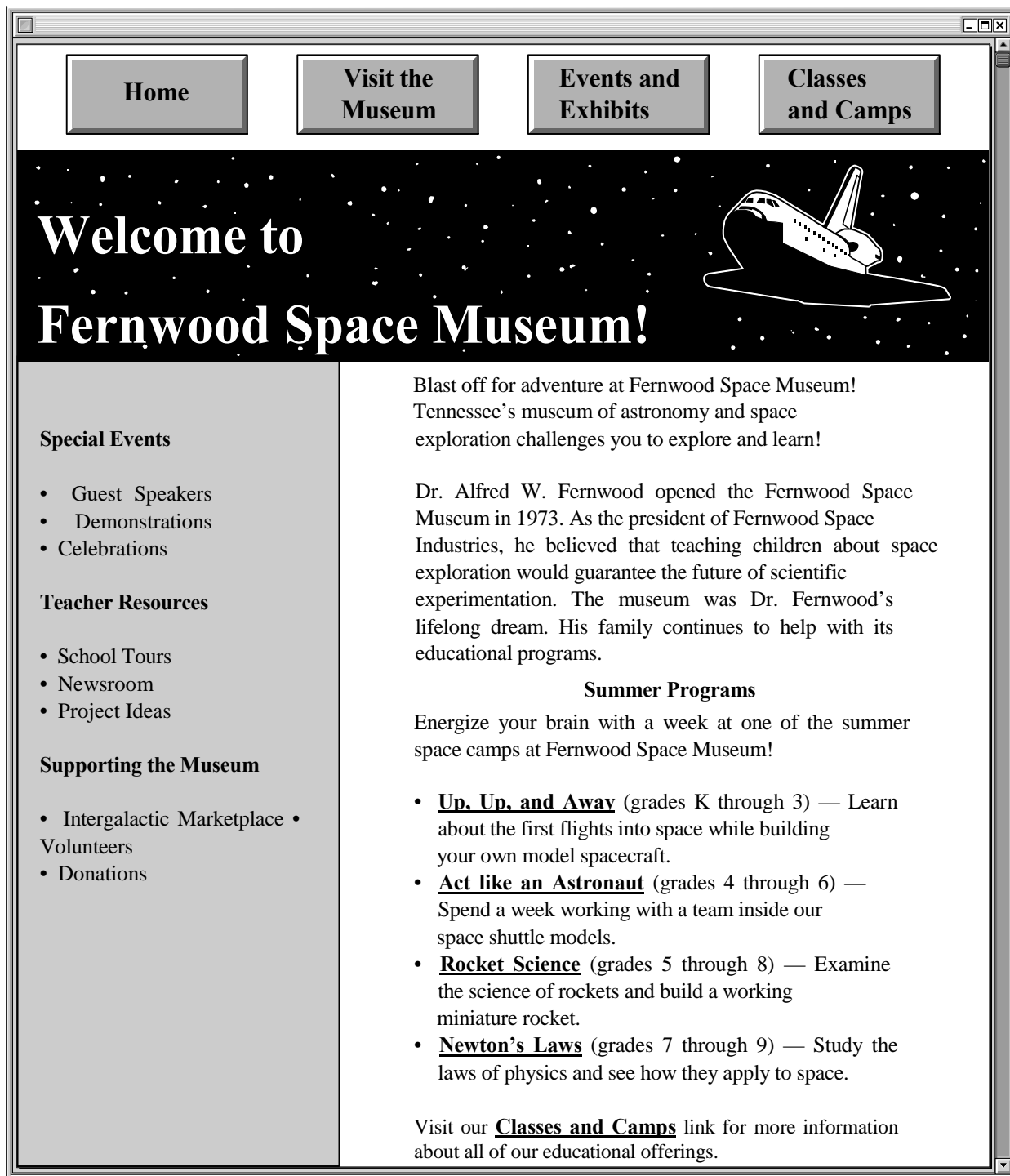
- A    2, 4, 1, 3
- B    3, 2, 4, 1
- C    1, 3, 4, 2
- D    2, 3, 4, 1


**STOP** 


DO NOT  
MARK  
ON THIS  
PAGE


## Part 2


Directions Read the website. Then answer Numbers 34 through 37.





  
**Mercury Hall**  
Learn about Earth's atmosphere and how far humans must travel to reach various points in space.


  
**Venus Hall**  
Learn about early space missions, the first lunar landing, and astronauts.


  
**Neptune Hall**  
Attend a presentation in our assembly hall and theater — speakers and events are scheduled monthly.

  
**Earth Hall**  
Research the history of rockets from ancient China to today's newest spacecraft.

  
**Uranus Hall**  
Explore popular topics in space travel and science fiction.

  
**Mars Hall**  
View experiments from space and find out how they help scientists.

  
**Saturn Hall**  
Learn about the weather patterns and conditions on other planets.

  
**Jupiter Hall**  
Visit this month's traveling exhibit — the Houston Space Center shares current research.

**Halls of Planets**  
Click on any of the planets to learn more about the exciting exhibits at Fernwood Space Museum.

**Don't forget to visit these two places:**

**Intergalactic Marketplace** — Our shop is your headquarters to find space toys, museum T-shirts, books, and postcards. We also have everyone's favorite astronaut treat: freeze-dried ice cream.

**Pluto's Place** — Young explorers will love bouncing around in this space place!

**Come to Fernwood Space Museum and explore with us soon!**

**34 Read this sentence from the “Summer Programs” section of the website.**

Energize your brain with a week at one of the summer space camps at Fernwood Space Museum!

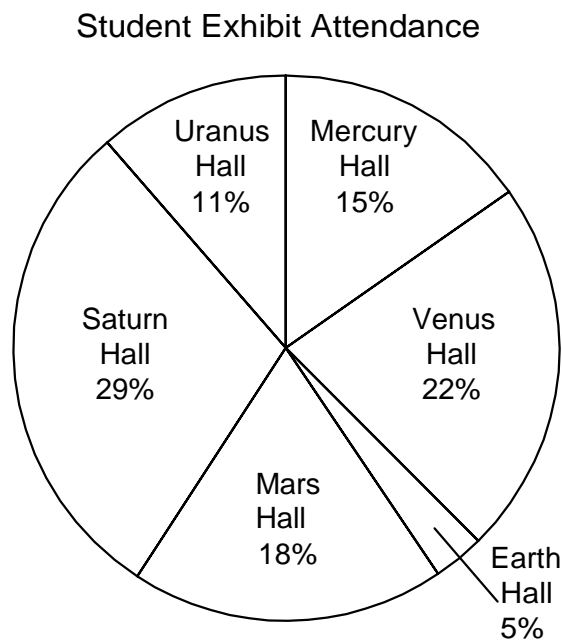
**The root of the underlined word suggests that the minds of students who attend the camps will be**

- A active.
- B reminded.
- C creative.
- D challenged.

**35 What is the main idea of the introductory paragraphs at the beginning of the website?**

- A Dr. Fernwood enjoyed teaching science classes about space exploration.
- B Dr. Fernwood wanted his family to develop educational programs about space.
- C Dr. Fernwood enjoyed his work in the space industry and wanted to encourage others.
- D Dr. Fernwood believed educating children about space would result in future experimentation.

- 36 Maria works at the museum. She has been keeping track of which exhibits are the most popular with students. Below is a chart she made based on recent exhibit attendance.



According to Maria's chart, which exhibit is more popular than Mars Hall but less popular than Saturn Hall?

- A Mercury Hall
- B Venus Hall
- C Earth Hall
- D Uranus Hall

*Go On ►*

- 37 Kendra recently viewed the exhibit on the history of rockets. She would like to give a presentation about how rockets have changed over the years. Which medium would best enhance Kendra's presentation?**
- A a video clip of workers building a spacecraft
  - B a slide show of images of modern spacecraft
  - C a timeline noting important advancements in spacecraft
  - D a chart listing the name and launch date of every spacecraft

**Directions**    **Matt wrote this letter to Ms. Ishika. It contains mistakes. Read the letter and answer Numbers 38 through 45.**

March 17, 2011

Ms. Lin Ishika  
Peer Tutor Supervisor  
Pace Elementary School  
52143 Callen Blvd.  
Mitford, TN 12352

Dear Ms. Ishika:

- 1        I heard about an opening in the peer-tutoring program at your school, and my principal, Mr. Stein, recommended that I contact you. He believes myself would enjoy being a part of this wonderful program.
- 2        A good tutor must be organized. Sometimes managing my schoolwork and playing soccer can be difficult. Sometimes I have up to four soccer games each week. However, I have learned that planning ahead and setting goals helps me be successful with both activities. Using these same skills will enable me to be an effective math tutor.
- 3        I am a sixth grader at Mitford Middle School. It is just one street away from Lenore Elementary School. I am very busy and have learned to manage my time well. I work hard in all of my classes I really enjoy school, especially math class. In addition, I am on the MMS soccer team. As a team member, I try to be a posetive role model, and I work hard during every practice.
- 4        Ms. Ishika, I would like to talk to you more about my interest in tutoring. Please contact me at 290-5992. I look forward to hearing from you.
- 5        Many students who do not enjoy math would benefit from having a tutor with a good attitude. I motivate my little brother all the time. For example, he does not like to eat his vegetables at dinner. I often suggest little contests to see which one of us can finish his vegetables first. The winner gets to after we eat choose which game we play. By the end of dinner he usually wins the contest and earns the reward. I hope to use this same motivation method with the students I tutor. When a student works hard and learns a skill, maybe we could play a math game as a reward.

Sincerely,

Matt Lancaster

*Go On ►*

**38 Read this sentence from Paragraph 5.**

By the end of dinner he usually wins the contest and earns the reward.

**What is the correct way to write this sentence?**

- A By the end of dinner he, usually, wins the contest and earns the reward.
- B By the end of dinner, he usually wins the contest and earns the reward.
- C By the end of dinner he usually wins the contest, and earns the reward.
- D By the end, of dinner, he usually wins the contest and earns the reward.

**39 Read this sentence from Paragraph 5.**

The winner gets to after we eat choose which game we play.

**Choose the sentence that uses the prepositional phrase correctly.**

- A The winner after we eat gets to choose which game we play.
- B After we eat which game we play the winner gets to choose.
- C The winner gets to choose which game we play after we eat.
- D Which game we play after we eat the winner gets to choose.

**40 Read these sentences from Paragraph 3.**

I am a sixth grader at Mitford Middle School. It is just one street away from Lenore Elementary School.

**Choose the best way to combine these sentences.**

- A Mitford Middle School, is just one street away from Lenore Elementary School, and I am a sixth grader there.
- B I am a sixth grader at Mitford Middle School, and just one street away from Lenore Elementary School.
- C Mitford Middle School, which is just one street away from Lenore Elementary School, is where I am a sixth grader.
- D I am a sixth grader at Mitford Middle school, which is just one street away from Lenore Elementary School.

**41 Read Paragraph 1.**

I heard about an opening in the peer-tutoring program at your school, and my principal, Mr. Stein, recommended that I contact you. He believes myself would enjoy being a part of this wonderful program.

**Choose the correct replacement for the underlined words above.**

- A He believes I
- B He believes me
- C They believe I
- D They believe me

*Go On ►*

42 Choose the best concluding sentence for Paragraph 3.

- A Planning my time for schoolwork and sports has helped me develop the skills needed to be a successful tutor.
- B Even after our soccer team loses a game, I have a good attitude and tell my teammates that we will do better next time.
- C As a sixth grader, I have learned a lot about how to do math, and I would be able to do a good job tutoring younger students.
- D I have always been an excellent math student because I complete all of my homework assignments every night, even if I have a soccer game.

43 Ms. Ishika asks Matt to write an essay about why he wants to be a tutor in the program. Which sentence is the best thesis statement for Matt's essay?

- A I have a younger brother, and I enjoy using my skills to help motivate him to do things he does not want to do.
- B I would like to work as a tutor because it would allow me to help others and use my skills in organization and motivation.
- C I believe that peer tutoring programs benefit many students, and I am very glad that the elementary school has a program like this.
- D I have developed excellent time management skills because I have learned to budget my time wisely between doing schoolwork and playing soccer.

**44 Read this sentence from Paragraph 3.**

I work hard in all of my classes I really enjoy school, especially math class.

**Choose the best way to correct this run-on sentence.**

- A I work hard in all of my classes. So I really enjoy school, especially math class.
- B I work hard in all of my classes; but, I really enjoy school, especially math class.
- C I work hard in all of my classes, and I really enjoy school, especially math class.
- D I work hard in all of my classes, or, I really enjoy school, especially math class.

**45 Which sentence from Paragraph 2 is irrelevant and should be removed?**

- A A good tutor must be organized.
- B Sometimes I have up to four soccer games each week.
- C However, I have learned that planning ahead and setting goals helps me be successful with both activities.
- D Using these same skills will enable me to be an effective math tutor.

*Go On ►*

Directions    Read the poem and answer Numbers 46 through 51.



“They’re diamonds in the rough!”  
Aunt Helen says with excitement.  
She wants me to see what she sees  
in this handful of ordinary rocks,  
5 but the best I can do is nod  
and try to act grateful  
for her strange and unexpected gift.

Mixing doubt with curiosity,  
I put the rocks, the coarsest grit, and water  
10 into the barrel and seal the lid.  
I lay the tumbler in its base and plug it in.  
Immediately, the barrel turns, the tumbling begins,  
and the restless, rumbling rocks  
fall over themselves.

15 After one whole week of waiting, I pry open the lid  
and find the rocks transformed.  
I smile at their slightly smoother surfaces.  
“Look!” I say, showing my older sister.  
But she just shrugs, unimpressed,  
20 clearly unacquainted with  
their formerly dull appearance.

*Go On ►*

Time is like a rock tumbler, turning slowly.  
Each Saturday, the rocks are my surprise.  
They blink up at me like new jewels  
25 and catch the light as I wash them,  
return them to the tumbler  
with a fourth and final grit,  
and set them in motion again.

All week, the tumbler's hopeful turnings  
30 echo in my ears, calling to me.  
Opening the lid, I marvel at the shiny gems inside.  
Who would have thought  
a handful of plain old rocks  
could turn out to be  
35 "diamonds in the rough"?

**46 Read the dictionary entry.**

**unacquainted** (adjective) **1.** unaware of one's surroundings  
**2.** uninformed of a situation **3.** unfamiliar with a subject or  
idea **4.** not previously introduced to a person

**Now read Lines 18 through 21 from the poem.**

"Look!" I say, showing my older sister.  
But she just shrugs, unimpressed,  
clearly unacquainted with  
their formerly dull appearance.

**Which dictionary definition is used in the lines?**

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

**47 What is the implied theme of the poem?**

- A It is best to listen to family members.
- B Simple discoveries deserve appreciation.
- C Discovering beauty is sometimes difficult.
- D Careful thinking is the best way to solve problems.

**48 The poet most likely wrote this poem to**

- A entertain readers with a family story.
- B share a thoughtful experience with readers.
- C persuade readers to become interested in rocks.
- D explain to readers how rock tumblers work.

**49 Read the analogy.**

Doubt is to hesitation as curiosity is to\_\_\_\_\_.

**Which word best completes the analogy?**

- A enjoyment
- B acceptance
- C understanding
- D exploration

*Go On ►*

50 **Tumbling rocks enables the speaker to**

- A appreciate the aunt's gift.
- B understand the aunt's past.
- C discover a new way of learning.
- D make the weekends pass quickly.

51 **Read Lines 29 and 30.**

All week, the tumbler's hopeful turnings echo  
in my ears, calling to me.

**The poet uses personification to indicate that**

- A the rock tumbler is noisy.
- B the rocks do not stop turning.
- C the speaker is eager to see the rocks.
- D the speaker likes to hear the rock tumbler.

*Go On ►*

**Directions** Terry wrote this rough draft of a report. It contains mistakes. Read the report and answer Numbers 52 through 58.

(1) It has been over thirty years since the invention of Post-It® notes—those little colored slips of paper used for many purposes. (2) These sticky notes, as people often call them, can be used to mark a place in a book. (3) They can be used to attach a note to a report being turned in to a teacher. (4) They can even be used to post a reminder note in a place where it will be noticed, like on a door. (5) Many people question how these unique sticky notes were invented. (6) The answer is surprising because the discovery was actually an accident.

(7) In 1968, scientist Spencer Silver was working with different types of adhesives, or glues. (8) Dr. Silver was trying to develop new products for a company that created and sold clear tape. (9) One particular adhesive just would not stick for long periods of time. (10) The glue would stick temporarily, but it could be peeled off most easily. (11) Dr. Silver passed the invention around the company to see if anyone could find a use for it. (12) No one could imagine a way to use an adhesive that did not stick to a surface permanently.

(13) Six years later Art Fry another scientist with the same company became frustrated while singing with his choir. (14) The piece of paper he was using to mark his place on his music kept falling out. (15) Fry wished he had something that would make the paper stay in place. (16) He remembered the unusual adhesive Dr. Silver had passed around at work six years earlier. (17) Fry wondered “Would it be possible to use the adhesive after all”?

(18) It turned out to be quite possible! (19) Applying the adhesive of a piece of paper to the back made the paper stick wherever it was placed. (20) However, it did not stick permanently. (21) The paper could be easily removed. (22) Thus the sticky note was born. (23) Now, after thirty years, many people can’t imagine living without sticky notes.

**52 Read Sentence 10.**

The glue would stick temporarily, but it could be peeled off most easily.

**What is the correct way to write the underlined part of the sentence?**

- A easier
- B easily
- C more easier
- D correct as is

**53 Read Sentence 6.**

The answer is surprising because the discoverary was actually an accident.

**Which underlined word is spelled incorrectly?**

- A surprising
- B discoverary
- C actually
- D accident

*Go On ►*

**54 Read Sentence 17.**

Fry wondered "Would it be possible to use the adhesive after all"?

**Choose the correct way to revise the sentence.**

- A “Fry wondered, Would it be possible to use the adhesive after all?”
- B Fry wondered Would it be possible to use the adhesive after all?
- C Fry wondered, “Would it be possible to use the adhesive after all?”
- D Fry wondered “Would it be possible to use the adhesive after all?”

**55 Read Sentence 13.**

Six years later Art Fry another scientist with the same company became frustrated while singing with his choir.

**Choose the revision that correctly uses commas.**

- A Six years later, Art Fry another scientist with the same company, became frustrated while singing with his choir.
- B Six years later Art Fry, another scientist with the same company became frustrated while singing, with his choir.
- C Six years later Art Fry, another scientist, with the same company became frustrated, while singing with his choir.
- D Six years later, Art Fry, another scientist with the same company, became frustrated while singing with his choir.

**56 Which title is best for Terry's report?**

- A Stuck, but Not Forever
- B Paper Problems
- C Sticky Notes: Then and Now
- D Sticky Notes: Better Than Ever

**57 Read Sentences 15 and 16.**

Fry wished he had something that would make the paper stay in place. \_\_\_\_\_, he remembered the unusual adhesive Dr. Silver had passed around at work six years earlier.

**Which transition word best fills in the blank?**

- A Also
- B Suddenly
- C Again
- D Therefore

**58 Terry wants to add another fact to his report. Which fact best supports key ideas in his report?**

- A Sticky notes did not sell well at first.
- B The most popular sticky notes are three-inch squares.
- C Some artists create murals made entirely of sticky notes.
- D Sticky notes do not leave any marks when they are removed.

*Go On ►*

**Directions**    **Read and answer Numbers 59 through 62 .**

**59**    **Look at the photograph.**



**From studying the photograph, a viewer can conclude that the ice skaters**

- A    are used to skating in front of thousands of people.
- B    have never practiced with each other before.
- C    have never skated in a major competition.
- D    have trained many hours in order to perform.

*Go On ►*

60 Which member in a group is responsible for taking the official notes during group meetings?

- A reporter
- B information gatherer
- C recorder
- D timekeeper

61 Study the sign in the photograph.

The sign communicates the message that

- A the beach owners are looking for lifeguards to hire.
- B it is unsafe to swim in the water nearby.
- C people should sign up for swimming lessons.
- D there may be dangerous animals in area waters.



*Go On ►*

62 Look at the photograph.



© ToddKuhns/Dreamstime #21308095

Based on this photograph, a viewer can conclude that the boy is

- A strong.
- B imaginative.
- C talented.
- D energetic.

**STOP** 

DO NOT  
MARK  
ON THIS  
PAGE

# Reading and Language Arts Answer Key

Question	SPI	Answer		Question	SPI	Answer
1	1.15	B		32	2.4	D
2	1.14	D		33	2.7	D
3	8.10	A		34	1.16	A
4	1.20	C		35	6.2	D
5	8.3	D		36	6.4	B
6	8.2	C		37	7.1	C
7	1.2	A		38	1.12	B
8	1.7	C		39	1.4	C
9	1.3	D		40	1.7	D
10	3.7	B		41	1.1	A
11	3.4	A		42	3.9	A
12	1.9	C		43	3.3	B
13	3.8	D		44	1.8	C
14	1.11	B		45	3.7	B
15	1.6	C		46	1.17	C
16	3.6	A		47	8.6	B
17	4.1	C		48	8.10	B
18	1.10	B		49	5.5	D
19	6.6	D		50	5.3	A
20	7.5	B		51	8.7	C
21	6.1	C		52	1.3	B
22	1.17	A		53	1.18	B
23	5.7	D		54	1.6	C
24	6.5	B		55	1.12	D
25	7.2	A		56	3.10	A
26	2.3	A		57	3.8	B
27	2.8	C		58	3.5	D
28	4.5	B		59	7.4	D
29	5.2	B		60	2.5	C
30	2.6	D		61	7.5	B
31	4.3	C		62	7.4	B



Tennessee Comprehensive Assessment Program  
Achievement Test ~ Grade 6  
Practice Test  
Version B



TN00005428